

Childminder report

Inspection date: 24 July 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

The childminder knows the children very well and is extremely caring and attentive towards them. The childminder has developed strong bonds with all the children who enjoy her playful interactions. She provides children with a warm and homely environment in which children are confident and demonstrate that they feel happy and secure. The childminder gives children lots of praise and encouragement for their efforts and achievements. This helps to build children's confidence and boost their self-esteem. Children enjoy role play as they make pretend ice creams. The childminder extends children's learning as she encourages them to talk about their favourite ice-cream flavours and colours. Children enjoy the many trips that are organised by the childminder in the local community. Children enjoy exploring the natural environment, such as the local woods. They develop their physical skills and learn to manage risks as they climb logs. Children search for characters from their favourite story books and make potions from muddy puddles. The childminder spends time with other childminders which enables children to interact with others less familiar to them. This helps to build their social skills and confidence.

Children make close friendships and play together harmoniously. This creates a calm learning environment in which children make good progress.

What does the early years setting do well and what does it need to do better?

- The childminder has devised a well-sequenced curriculum, based on the seven areas of learning. The curriculum is well planned to build on and consolidate children's learning. The childminder understands how to support children with special educational needs and/or disabilities. Children in the childminder's care demonstrate a positive attitude towards their learning.
- The childminder undertakes all mandatory training. However, she has not yet established an ambitious programme of continuous professional development to help to raise her skills and knowledge further, and so further enhance the quality of her childcare provision.
- Children are encouraged to take responsibility and do as much as they can for themselves. For example, children put on their own shoes to go outdoors. Throughout the day, children independently wash their hands.
- The childminder creates an environment that encourages children to communicate, express themselves and develop good listening skills. The childminder makes sure children have plenty of opportunities to learn new rhymes and action songs. However, at times, the enthusiastic childminder does not always give children time to think and formulate a response to her questions, before answering the question herself. This does not support children to develop their problem-solving skills.
- The childminder supports children's mathematical development. Children learn to

count and recognise shapes and numbers. Children learn about size and volume as they fill containers of different sizes with sand. During singing activities, children problem-solve, as they work out how many are left when one item is taken away.

- The childminder plans opportunities for children to strengthen their small muscles and develop good hand-eye coordination. For example, children enjoy a colouring activity. They concentrate intently as they use crayons and felt-tip pens to colour within small spaces and around curves in a template.
- Children learn about healthy lifestyles. The childminder teaches children about the importance of regular fresh air and exercise. She talks about good oral hygiene practice. Children are supported to develop good hygiene routines, such as washing their hands before eating and after using the toilet. The childminder works with parents to ensure children bring along healthy packed lunches. This helps children to begin to understand how to stay healthy.
- The childminder has high expectations for children's behaviour. She is a good role model who demonstrates good manners, sharing and taking turns. Children behave well. For example, they say 'please', 'thank you' and 'excuse me' to the childminder and each other.
- Parents are highly complimentary about the childminder. They comment on how much their children enjoy attending and the good progress they make. Parents talk about the regular updates they receive from the childminder about their child's progress, along with suggestions on how they can support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- establish plans for professional development to enhance practice to an even higher level
- consider questioning techniques to give children time to think, consider and formulate a response so that they can share their thoughts and ideas and develop their problem-solving skills.

Setting details

Unique reference number	EY355287
Local authority	Coventry
Inspection number	10399121
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 3
Total number of places	6
Number of children on roll	4
Date of previous inspection	20 November 2019

Information about this early years setting

The childminder registered in 2007. She lives in the Tile Hill area of Coventry. The childminder holds an early years qualification at level 3. She operates all year round, from 8am to 5pm, Monday to Thursday, except for bank holidays and family holidays. The childminder provides funded early education for children aged from nine months to four years.

Information about this inspection

Inspector

Karen Laycock

Inspection activities

- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for her early years foundation stage curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this has on children's learning.
- The inspector spoke to parents and took account of their views. The inspector also took account of parent's written views provided by the childminder.
- The childminder provided the inspector with a sample of key documentation.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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